Universal Design for Learning

4:00-5:30
March 31, 2015
Workshop Overview

- CCSU Students
  - Access Survey

- Universal Design for Learning
  - Disability Studies
  - UDL Principles
  - Classroom Strategies
  - Benefits and Limitations of UDL

- Group Work
  - Assignment design
  - Classroom activity design
CCSU Students
Undergraduates with Registered Disabilities

CCSU Undergraduates

- First-Year: 36%
- Sophomore: 19%
- Junior: 18%
- Senior: 27%

Disabilities:
- Learning Disabilities: 22.6%
- ADD/ADHD: 24.3%
- Psychological/Emotional: 16.3%
- Chronic Health: 2.9%
- Mobility: 23
- Hearing: 1.7
- Vision: 3.8
- Speech/Language: 0.8
- Head/Brain Injury: 0.59
Student Access Survey

Disabilities (documented or undocumented)

- Yes: learning disability: 4%
- Yes: emotional or mental disability: 7%
- Yes: physical disability: 3%
- Yes: multiple disabilities: 3%
- No: 83%
Student Access Survey

Reported difficulty accessing instruction

- Yes, I have had difficulty accessing instruction. (37%)
- No, I have not had difficulty accessing instruction. (63%)

Perceived reason for difficulty

- Instruction was only verbal (63%)
- Key concepts were presented in the required text only (not in lectures or other class materials) (16%)
- Lectures were unsupported by paper or online materials (3%)

- Other (18%)
Student Access Survey

Difficulty in participation

- It is not difficult for me to participate in class.
- During the lecture presenting the new material
- During partner or small group work
- During large group discussions that involve the entire class
- Other
Student Access Survey

All Student Respondents (497): Wish for a modified delivery

- 23% wish for modified delivery in almost none of the classes taken at CCSU.
- 17% wish for modified delivery in a few of the classes taken at CCSU.
- 10% wish for modified delivery in about half of the classes taken at CCSU.
- 6% wish for modified delivery in the majority of classes taken at CCSU.
- 4% wish for modified delivery in almost all of the classes taken at CCSU.

Students with Difficulty Accessing Materials (189): Wish for modified delivery

- 34% wish for modified delivery in almost none of the classes taken at CCSU.
- 35% wish for modified delivery in a few of the classes taken at CCSU.
- 19% wish for modified delivery in about half of the classes taken at CCSU.
- 8% wish for modified delivery in the majority of classes taken at CCSU.
- 4% wish for modified delivery in almost all of the classes taken at CCSU.
Self-advocacy

- Yes, I feel comfortable advocating for myself in class (by addressing the professor and/or group members in person in the moment)
- Yes, I feel comfortable advocating for myself outside of class (by addressing the professor and/or group members either in person or by email/phone)
- No, I do not feel comfortable advocating for myself in class or outside of class

Self-advocacy: Approach the professor

- Likely
- Unlikely
Student Access Survey

• It is possible that students are just never happy…

• It is possible (highly likely) that many more students have disabilities than what is reported…

• It is possible that in order to comply with the Americans with Disabilities Act, faculty must (begrudingly) create a wide variety of accommodation strategies…

OR
Universal Design for Learning
Disability Studies

- Does not view disability solely as an individual-based deficiency or pathology, or through the lens of medical or therapeutic discourses.

- Understands disability in the context of history, culture, and society to provide an enriched view of disability as part of universal human experience. We are all temporarily able-bodied: “TABs.”

- If we think of disability as part of what it means to be human, how does this change what we do day-to-day in the classroom?
What is Universal Design?

“The design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.”

(NCSU Center for Universal Design)
UD and UDL

Universal Design
- Late 1980s/Early 1990s
- Architecture

Universal Design for Learning
- Late 1990s
- Application of UD principles to educational settings
Universal Design for Learning (UDL)

• Universal Design for Learning is a set of principles for curriculum development that give all individuals equal opportunities to learn.

• UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.
Universal Design for Learning Guidelines

<table>
<thead>
<tr>
<th>I. Provide Multiple Means of Representation</th>
<th>II. Provide Multiple Means of Action and Expression</th>
<th>III. Provide Multiple Means of Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide options for perception</td>
<td>4. Provide options for physical action</td>
<td>7. Provide options for recruiting interest</td>
</tr>
<tr>
<td>1.1 Offer ways of customizing the display of information</td>
<td>4.1 Vary the methods for response and navigation</td>
<td>7.1 Optimize individual choice and autonomy</td>
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<tr>
<td>1.2 Offer alternatives for auditory information</td>
<td>4.2 Optimize access to tools and assistive technologies</td>
<td>7.2 Optimize relevance, value, and authenticity</td>
</tr>
<tr>
<td>1.3 Offer alternatives for visual information</td>
<td>4.3 Enhance capacity for monitoring progress</td>
<td>7.3 Minimize threats and distractions</td>
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<tr>
<td>2. Provide options for language, mathematical expressions, and symbols</td>
<td>5. Provide options for expression and communication</td>
<td>8. Provide options for sustaining effort and persistence</td>
</tr>
<tr>
<td>2.1 Clarify vocabulary and symbols</td>
<td>5.1 Use multimedia for communication</td>
<td>8.1 Heighten salience of goals and objectives</td>
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<tr>
<td>2.2 Clarify syntax and structure</td>
<td>5.2 Use multiple tools for construction and composition</td>
<td>8.2 Vary demands and resources to optimize challenge</td>
</tr>
<tr>
<td>2.3 Support decoding of text, mathematical notation, and symbols</td>
<td>5.3 Build fluencies with graduated levels of support for practice and performance</td>
<td>8.3 Foster collaboration and community</td>
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<td>2.4 Promote understanding across languages</td>
<td>5.4 Enhance capacity for monitoring progress</td>
<td>8.4 Increase mastery-oriented feedback</td>
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<td>2.5 Illustrate through multiple media</td>
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<tr>
<td>3. Provide options for comprehension</td>
<td>6. Provide options for executive functions</td>
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<tr>
<td>3.1 Activate or supply background knowledge</td>
<td>6.1 Guide appropriate goal-setting</td>
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<td>3.2 Highlight patterns, critical features, big ideas, and relationships</td>
<td>6.2 Support planning and strategy development</td>
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<tr>
<td>3.3 Guide information processing, visualization, and manipulation</td>
<td>6.3 Facilitate managing information and resources</td>
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<tr>
<td>3.4 Maximize transfer and generalization</td>
<td>6.4 Enhance capacity for monitoring progress</td>
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</tbody>
</table>

- **Resourceful, knowledgeable learners**
- **Strategic, goal-directed learners**
- **Purposeful, motivated learners**

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Video: Learner Variability
Inclusive Classroom Practices

Outside of Class
• Materials in multiple locations/formats (i.e. online and hard copies)
• Descriptive text to all images
• Use sans serif fonts
• PDFs that are searchable and screen reader friendly
• Student projects in alternative formats
• Accessible design for digital projects

In Class
• Materials available in multiple locations/formats (i.e. online and hard copies)
• Use captions with videos
• Limit movement around the room
Benefits and Difficulties

**Benefits**
- Provides greater access to more students
- Positions disability as part of curricular design

**Difficulties**
- UDL assumes and values extensive flexibility from the (presumed nondisabled) professor
- Student access needs are difficult to find out
Group Discussion
Group Work: Assignment Design

- In a small group, read and discuss the assignment descriptions.

- Choose 3 that are outside of your group’s disciplinary foci and discuss any access barriers you locate.

- If you have time, find an assignment from your own discipline and consider any access barriers.

- Let’s discuss your findings.
Group Work: Classroom Situations

• In a small group, read and discuss the situation descriptions.

• For each activity, discuss any access barriers you find and any potential UDL revisions to these activities.

• Let’s discuss your findings.
Resources
Resources

- Resources Handout
- Learning Community: Fall Semester 2015
Thank You

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